

	H029-0041	H029-0042	H029-0043	H029-0051	H029-0054	H029-0056	H029-0059	H029-0060	H029-0065	H029-0069
HCPS schools that exceeded 50% threshold	Adams Middle School	Forest Hills Elementary	Spoto High	Sheehy Elementary	Corr Elementary	Davis Elementary	Fishhawk Creek Elementary	Macfarlane Park Elementary	Collins Elementary	Turner Elementary
Time										
Class sizes are reasonable such that teachers have the time available to meet the needs of all students.	71%	74%	82%	56%	84%	70%	84%	84%	83%	49%
Teachers have time available to collaborate with colleagues.	70%	50%	77%	68%	55%	77%	63%	87%	77%	54%
Teachers are allowed to focus on educating students with minimal interruptions.	72%	42%	82%	46%	58%	51%	43%	72%	62%	64%
The non-instructional time provided for teachers in my school is sufficient.	63%	42%	49%	55%	39%	58%	44%	84%	63%	53%
Efforts are made to minimize the amount of routine paperwork teachers are required to do.	67%	33%	77%	55%	35%	60%	41%	69%	49%	56%
Teachers have sufficient instructional time to meet the needs of all students.	57%	48%	65%	38%	49%	58%	45%	78%	49%	41%
Teachers are protected from duties that interfere with their essential role of educating students.	79%	51%	89%	76%	75%	84%	69%	84%	73%	72%
Facilities and Resources										
Teachers have sufficient access to appropriate instructional materials.	87%	65%	89%	82%	86%	95%	68%	94%	70%	83%
Teachers have sufficient access to instructional technology, including computers, printers, software, and Internet access.	33%	74%	87%	61%	61%	93%	61%	75%	48%	76%
Teachers have access to reliable communication technology, including phones, faxes, and email.	71%	68%	95%	79%	89%	100%	93%	84%	78%	90%
Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	71%	62%	84%	68%	95%	98%	60%	94%	64%	83%
Teachers have sufficient access to a broad range of professional personnel.	86%	80%	94%	88%	89%	95%	73%	80%	83%	89%
The school environment is clean and well maintained.	90%	94%	98%	48%	98%	100%	56%	100%	100%	86%
Teachers have adequate space to work productively.	82%	82%	95%	88%	98%	98%	79%	83%	95%	71%
The physical environment of classrooms in this school supports teaching and learning.	90%	82%	98%	88%	93%	93%	79%	94%	93%	81%
The reliability and speed of Internet connections in this school are sufficient to support instructional practices.	43%	78%	76%	45%	60%	88%	71%	44%	69%	71%
Community Support and Involvement										
Parents/guardians are influential decision makers in this school.	64%	25%	50%	23%	65%	63%	100%	100%	88%	100%
This school maintains clear, two-way communication with the community.	96%	61%	80%	58%	85%	95%	91%	97%	94%	100%
This school does a good job of encouraging parent/guardian involvement.	94%	62%	84%	64%	82%	93%	100%	100%	87%	100%
Teachers provide parents/guardians with useful information about student learning.	94%	96%	94%	97%	100%	100%	100%	100%	96%	100%
Parents/guardians know what is going on in this school.	82%	69%	65%	70%	69%	95%	96%	100%	93%	100%
Parents/guardians support teachers, contributing to their success with students.	68%	61%	53%	21%	51%	69%	89%	97%	86%	91%
Community members support teachers, contributing to their success with students.	60%	64%	71%	55%	59%	80%	94%	97%	85%	96%
The community we serve is supportive of this school.	67%	59%	76%	48%	62%	87%	98%	94%	89%	100%
Managing Student Conduct										
Students at this school understand expectations for their conduct.	87%	76%	91%	41%	73%	90%	84%	97%	93%	100%
Students at this school follow rules of conduct.	62%	51%	74%	31%	52%	77%	84%	94%	97%	98%
Policies and procedures about student conduct are clearly understood by the faculty.	94%	78%	90%	60%	70%	95%	71%	97%	90%	95%
School administrators consistently enforces rules for student conduct.	80%	47%	69%	36%	60%	81%	55%	94%	85%	86%
School administrators support teachers' efforts to maintain discipline in the classroom.	89%	53%	82%	47%	67%	95%	58%	97%	83%	88%
Teachers consistently enforce rules for student conduct.	65%	86%	71%	74%	75%	90%	98%	94%	98%	98%
The faculty work in a school environment that is safe.	88%	81%	96%	77%	86%	98%	98%	100%	100%	98%
Teacher Leadership										
Teachers are recognized as educational experts.	69%	54%	93%	73%	86%	95%	59%	100%	86%	93%
Teachers are trusted to make sound professional decisions about instruction.	69%	50%	89%	74%	80%	93%	68%	100%	90%	90%
Teachers are relied upon to make decisions about educational issues.	67%	52%	79%	68%	82%	93%	70%	100%	88%	93%
Teachers are encouraged to participate in school leadership roles.	84%	55%	84%	82%	91%	95%	62%	100%	93%	95%
The faculty has an effective process for making group decisions to solve problems.	67%	47%	72%	52%	72%	93%	39%	93%	78%	74%
In this school we take steps to solve problems.	81%	59%	84%	62%	79%	93%	56%	97%	84%	78%
Teachers are effective leaders in this school.	86%	62%	84%	76%	88%	93%	74%	100%	95%	92%
Teachers support one another	88%	80%	89%	89%	98%	98%	85%	97%	95%	88%
Teachers have an appropriate level of influence on decision making in this school.	73%	33%	64%	41%	67%	90%	43%	81%	70%	67%
School Leadership										
The faculty and leadership have a shared vision.	94%	46%	91%	58%	79%	93%	69%	100%	89%	85%
There is an atmosphere of trust and mutual respect in this school.	86%	33%	82%	47%	72%	93%	32%	94%	88%	83%
Teachers feel comfortable raising issues and concerns that are important to them.	75%	34%	65%	47%	79%	81%	34%	94%	83%	73%
The school leadership consistently supports teachers.	88%	50%	79%	63%	79%	93%	51%	100%	83%	78%
Teachers are held to high professional standards for delivering instruction.	94%	88%	96%	79%	93%	98%	96%	100%	96%	100%
The school leadership facilitates using data to improve student learning.	92%	90%	95%	86%	89%	100%	87%	100%	98%	95%
Teacher performance is assessed objectively.	82%	59%	80%	77%	83%	90%	49%	93%	83%	81%

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Teachers receive feedback that can help them improve teaching.	84%	59%	82%	78%	79%	88%	45%	90%	80%	84%
The procedures for teacher evaluation are consistent.	78%	65%	74%	74%	71%	91%	47%	93%	77%	76%
The school improvement team provides effective leadership at this school.	82%	46%	90%	66%	87%	95%	62%	96%	83%	89%
The faculty are recognized for accomplishments.	92%	62%	89%	71%	88%	86%	72%	100%	71%	88%
School administrators are visible to students and faculty throughout the school day.	94%	73%	82%	94%	76%	90%	75%	94%	82%	86%
The school leadership makes a sustained effort to address teacher concerns about:										
Leadership issues	87%	45%	71%	57%	78%	93%	47%	96%	86%	80%
Facilities and resources	83%	63%	87%	69%	90%	95%	62%	100%	86%	84%
The use of time in my school	72%	46%	81%	65%	67%	85%	50%	93%	82%	76%
Professional development	87%	71%	82%	85%	90%	100%	81%	100%	88%	91%
Teacher leadership	81%	45%	75%	71%	76%	93%	61%	100%	91%	85%
Community support and involvement	92%	63%	80%	55%	76%	98%	83%	97%	85%	93%
Managing student conduct	82%	50%	78%	59%	70%	93%	58%	97%	83%	89%
Instructional practices and support	88%	57%	89%	79%	86%	100%	80%	100%	86%	91%
New teacher support	85%	58%	94%	68%	76%	93%	61%	97%	93%	92%
Professional Development										
Sufficient resources are available for professional development in my school.	85%	75%	89%	94%	77%	91%	76%	97%	77%	89%
An appropriate amount of time is provided for professional development.	65%	66%	76%	76%	76%	85%	62%	94%	74%	74%
Professional development offerings are data driven.	82%	95%	100%	94%	90%	95%	81%	93%	87%	82%
Professional learning opportunities are aligned with the school's improvement plan.	96%	90%	100%	97%	97%	98%	92%	96%	90%	96%
Professional development is differentiated to meet the needs of individual teachers.	71%	66%	77%	63%	67%	80%	58%	80%	65%	60%
Professional development deepens teachers' content knowledge.	88%	89%	85%	88%	90%	98%	80%	100%	86%	86%
Teachers are encouraged to reflect on their own practice.	92%	90%	94%	91%	93%	98%	85%	100%	85%	93%
In this school, follow up is provided from professional development.	83%	61%	72%	73%	72%	90%	67%	90%	86%	63%
Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	81%	76%	82%	81%	81%	93%	58%	97%	74%	74%
Professional development is evaluated and results are communicated to teachers.	69%	59%	69%	76%	71%	88%	46%	81%	80%	62%
Professional development enhances teachers' ability to implement instructional strategies that meet diverse student learning needs.	90%	84%	94%	88%	90%	93%	83%	100%	82%	91%
Professional development enhances teachers' abilities to improve student learning.	96%	91%	96%	91%	91%	100%	81%	100%	90%	91%
Instructional Practices and Support										
State assessment data are available in time to impact instructional practices.	54%	64%	77%	81%	69%	64%	62%	68%	77%	70%
Local assessment data are available in time to impact instructional practices.	76%	72%	92%	94%	90%	97%	82%	86%	95%	77%
Teachers use assessment data to inform their instruction.	86%	88%	98%	84%	91%	100%	92%	100%	97%	98%
Teachers work in professional learning communities to develop and align instructional practices.	92%	71%	95%	79%	95%	97%	84%	100%	90%	86%
Provided supports (i.e., instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.	90%	77%	96%	84%	86%	100%	85%	90%	91%	76%
Teachers are encouraged to try new things to improve instruction.	86%	85%	95%	91%	86%	95%	83%	100%	91%	96%
Teachers are assigned classes that maximize their likelihood of success with students.	65%	50%	84%	40%	62%	58%	46%	85%	73%	65%
Teachers have autonomy to make decisions about instructional delivery (i.e., pacing, materials, and pedagogy).	59%	55%	81%	69%	71%	71%	69%	90%	74%	89%
Overall										
Overall, my school is a good place to work and learn.	84%	49%	76%	67%	98%	83%	75%	87%	90%	90%